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ABSTRACT

Based on the experiences of teachers of adult continuing education, this manual was developed to introduce adult educators to the field and the practice of adult education, especially in universities. The book is organized in seven chapters, each containing practical material along with observations of the adult educators. The introductory chapter outlines the purposes of the manual and the assumptions that shaped its development. Chapter 2 provides an overview of the field of adult education by looking at what adult education is and what educators do. This chapter also introduces the adult education tradition in Canada. Chapter 3 focuses on the practice of adult education in universities and the importance of understanding the university context; Chapter 4 describes adult learners (who they are, why they participate, and how they learn). Chapter 5 looks at the practice of continuing education, especially program development. This discussion is augmented by chapter 6, which discusses each component of program development, from needs assessment to evaluation, in greater detail. The final chapter emphasizes the importance of professional development and provides sources of information and ideas about how to go about developing a personal professional development plan. The appendix contains the following: summary of philosophies, personal philosophy worksheet, comparison of four orientations to learning, midcourse evaluation form, course evaluation questionnaire, continuing education budget/course proposal, and brochure preparation checklist. Contains 186 references. (KC)

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